| | |
|---|---|
| **Name of the Candidate** | **Ms. Barnali Snehal Kumar Bhavsar** |
| **Permanent Registration Number (PRN)** | **10069001016** |
| **Name of the Faculty** | **Faculty of Humanities and Social Sciences** |
| **Name of Research Guide** | **Dr. Madhuri Gokhale** |
| **Date of Confirmation** | **5th July, 2011** |
| **Title of the Research** | **Difficulties Faced in Reading Comprehension by 9th and 10th Standard Students of Marathi Medium in Pune City** |

SYNOPSIS ON

# Difficulties Faced in Reading Comprehension by 9th and 10th Standard Students of Marathi Medium in Pune City

Submitted to:

Symbiosis International University

Pune

**For the Degree of**

Doctor of Philosophy in English

by

**Barnali Snehal Kumar Bhavsar**

under the guidance of

**Dr. Madhuri Gokhale**

Assistant Professor, Fergussion College

Pune- 411004

Research Proposal of Ph.D. Thesis

# Difficulties Faced in Reading Comprehension by 9th and 10th Standard Students of Marathi Medium in Pune City

"It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations--something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own." - **Katherine Patterson**

**Introduction**

Reading is a very important part of every human life, if we do not wish to live in ignorance.To encourage this habit of reading in a child , the elders and specially the teachers play a very important part. The words of Emilie Buchwald 'Children are made readers in the lap of their parents" hold true. But unfortunately in India, where a majority of the parents are illiterate and rural population is high , it is the responsibility of the schools and educational institutes to take care of such an important issue.

But as India was under the British regime for a period of more than 100years , it had to face a lot of problems after post colonization.One of the most complicated and controversial problems was the place of the English language in school , college and university curricula. This problem affected the student world in many ways. Majority of the political leaders believed that the study of English language

and literature should have a second position in teaching. This meant that English cannot be our national language nor the lingua-franca of India. But looking at the importance and richness the English language enjoys throughout the world, the scholars and administrators of India rightfully thought that English must have a definite place in the educational set-up of India. The study of English language and literature and other branches of sciences in English has helped India to a certain extent in winning her freedom. It has helped in the national integration of the people. Not only for Indian people, its amazing impact and valuable functions have helped in almost all backward countries that are advancing towards progress. Moreover, English has a world wide acceptance as a medium of intellectual exchange. With this focus in mind English has established its roots in India and it almost acts as one of the official language of the country.

Literature also tells us that education plays a very important part in the all around development of a child. Books like “Reading :a source”, by Drummond,Don and Wignell, Edna: “Extensive reading in the Second Language Classroom”: Day, Richards R and Julian Bamford try to state that Reading is an activity which mainly takes place within the boundary of the classroom. As the general situation of a household may not be reader friendly , the classroom with its other activities has to nurture them. It also takes into account the social and economical background of a child which is an important factor in academic, sociological and psychological enhancement.

**Objectives**:

All well-planned English courses embody in some form a notion of the aims and objectives of the subject. Recent national statements have provided versions of a rationale for English teaching related to the main stages of the secondary school.

The essential aim of English teaching throughout the academic crricula should be to develop the capacity of every pupil to use, understand and appreciate the native language in its main English. The emphasis placed upon this aim is justified by the fact that pupils' command of a language contributes fundamentally to intellectual and imaginative growth, and also to its emotional and moral dimensions.

Moreover, developing competence in language is important to the pupil both as an individual and as an active member of society.

With this aim in mind, good English reading courses should be constructed so as to ensure that pupils engage regularly and at suitable levels in worthwhile language activities .The attraction to reading can be made at an earlier stage by providing the young students with picture books and comics like Amar Chitra Katha, Tinkle, Phantom etc… which are written in simple English and at the same time are very enriching. Teachers should motivate the students to use, learn and practice the *skills* of language; they *experience* and reflect on the imaginative works. With this asset they can build up knowledge of important *concepts* in language and literature. But in doing so they acquire *attitudes of* interest and concern for the meaning in a language. Through this skill of reading experiences**,** concepts and attitudes starts developing which constitute the basic objectives of learning in English. **.**Effective English can emerge with

association of integrated skills on reading, writing, speaking and listening. As pupils progress through the school, they should be taught to read for meaning in different ways and for a range of purposes; and to read materials of greater demand and maturity. Similarly, with good literary works on reading they can visualize and interpret their thoughts on the line of English. Otherwise the greatest setback among the vernacular students is arrangements of thoughts in English and of verbally expressing them. At all stages, there is a very satisfactory range of reading in different contexts and for various purposes, often displayed to good effect in the classrooms. Folios of reading are generally well maintained and good standards of presentation are available. Teachers must stand as the main guide in giving the right book to be chosen at that particular stage in accordance to their standard. It is increasingly likely that pupils who read a particular story or read a script or have a reading background of a particular concept can very well be aided for composing written work and retrieving information. When in listening for a range of purposes the student will develop the capacities to attend, note and recall. Their listening may include viewing live performances, and audio, film and television materials. This will help them to talk and discuss in ways appropriate to different situations and audiences and in doing so they will grow in confidence, relevance and tact.

**Hypothesis**

1 Students of Marathi medium schools cannot comprehend English when they read.

2 Lack of exposure to English outside school text books hampers English understanding with regard to reading.

3 Comprehension exercises in English will help better understanding.

4 Interactive teaching methods will enhance English comprehension.

**Methodology:**

This is going to be a qualitative research program which is based on one to one interview with students and teachers. Participant observation and questionnaires. The information of two schools will be considered. One school is Aksharnandan which is a Marathi medium school in the city area and children coming to this school belong to middle class society whereas the next school will be another Marathi medium school from PCMC area run by the government where children from lower middle class will be taken into account. Through the compare and contrast method of teaching at both the schools I would like to arrive at some authentic study material and develop a new methodology which would enrich the students with little help from concerned institutes. This new innovative way if sincerely followed by the head teacher with collaborative effort of other teachers will definitely make reading more interesting.

**Data collection and analysis**

No. of Students- 50.

The data collection and analysis will be of the students' understanding of some particular materials .Apart from the school text books I'd use different materials of reading which will be definitely of their level but different in content . This is to check their vocabulary power, comprehension skill , grammar capability , social background and general understanding of concepts. The materials could be in the form of préci, expansion, letters, short stories, dialogue writing, newspaper clippings, unseen

passages etc. The application of grammar translation method and how far it has affected their imaginative skill will be visible in the data and research will focus on overcoming these deformities .

**Chapterisation**

- Introduction: History of English in India.(The British period until now)
- Techniques &methods of Reading.
- Focus on Schematic Theory.
- Importance of extensive reading.
- Testing in reading.
- Methodology practiced by vernacular schools in terms of teaching English.
- Field works-Compilation of data and analysis of them.
- Bibliography**.**

**Conclusion and possible outcome**

The level of instruction in English and propagation is left to the discretion of state governments, politicians and head teachers of schools. Consequently, the sad state of affairs is that teachers aren't well-trained and English is taught only as a subject of which they should have a mere acquaintance with its script and basic principles of grammar. A good school specializing in the vernacular will therefore have students who

are fairly good in grammar but lack refined reading and speaking skills. Students don't get exposed to material other than prescribed books provided to them by the school for English.

Regional language schools don't have library facilities with adequate English literary works which might help students improve their reading, writing and speaking skills. Local libraries also have regional books and newspapers available but not in English.

**a.** English newspapers or journals are never subscribed to in a typical Indian household subject to parents' exposure to the language. Furthermore, living in urban areas has become a prerequisite to possess such mind-sets.

b. A rural household simply doesn't have an environment conducive to students picking up English other than classroom lessons.

c. A common educated household in a village has followers of strong cultural norms and its members feel necessary for the usage of regional languages in building bonds. They feel that writing few basic English words is adequate enough for children at primary and lower secondary levels.

d. The Grammar Translation Method dominates mind-sets of vernacular students who try to translate each and every word of their native language into English.

   Example- (Woh mera langotiya yaar hai) -He is my underwear friend

   ( woh mera das rupeya mar diya) He killed my ten rupees.

   This method, initiated by primary teachers, carries over in the long run creating enormous hardships for students. This in turn has a rippling effect leading to problems in the correct construction of sentences in English.

Cramming is another imposing problem. Students are unable to understand any one particular chapter but cram the entire book.

e. The pathetic system of examinations of 'picking and choosing' makes a student score well but shows poor reading and writing skills when it comes to applications.

Thus, just reading grammar and constructing a few sentences doesn't help them stand at the same level with students passing out of English medium schools. They are then left far behind in the construction of sentences, vocabulary, the processing of thoughts in English and interpretations in English becomes a big hurdle for them.

During their higher studies the imparting is always in English. It is then when students from the vernacular medium are first exposed to a difficult situation and begin to feel themselves inferior.

It is for the removal of such complexes and to make them competent enough to have equal footing with the students around, I would like to take up this research. As in the words of Sir Francis Bacon " Reading maketh a full man". Definitely if a student wants to make a mark in this competitive world the foundation has to be strong. This responsibility now solely lies on the shoulders of schools, its teachers and the environment around the school to develop the interest of the child in reading of books . Parents might be educated or not , economically strong or not but a school always has an extra edge to overcome such unwanted problems as teachers ***are educated*** and the main motive of every teacher is to work on those lines of education and spread the light to create a new dimension.

**Bibliography**

1. Instruction of Indian secondary schools. Macnee , E.W ( EDITOR London : Oxford university

2. Suggestion for the teaching of Reading in India.London: Oxford university press.

3. Suggestion for Teaching English in India. Ryburn, W.M. London : Oxford university press.

4. The Teaching of English in India. Thomson, M.S.H& Wyatt London ; University press.

5. Reading: a source book
Drummond,Don and Wignell, Edna: Heinemann Educational Books London , 1979

6. Extensive reading in the Second Language Classroom: Day, Richards R and Julian Bamford,Published by Cambridge University Press,1996.Reprint 2004.

7. Silent Reading:An introduction to its study and and teaching
Author-Pugh, A,K.Publisher-Heinemann Educational Books Ltd,1978,Place-London

8. Teaching of English in India, Panchal, Dr. D.N

9. Teaching of English,Jadhav, Dr. B.S:Orient Blackswan Pvt ltd.Hyderabad, India, 2011

10. The Oral Method of Teaching Languages.Palmer,E Harold, First Indian reprint Surjeet Publication,Delhi 2004

11.English Language Teaching:Approaches. Methods, Techniques.Geetha Nagraj, Orient Longman ltd, 1996, Kolkata

12. Improving the Teaching of Reading.Emerald. V.Dechant: Prentice-Hall, N.J USA, 1969

13. Dear- Drop Everything And Read, Srinivasan,Indira: The Journal of English Language Teaching of India, VOL.40/6,Nov-Dec 2004

14. Methods of teaching reading, Oommen, Chinna: The Journal of English Language Teaching of India, VOL.xxxv No 1,Jan-Feb 2000

15.Text of TKT,Cambridge Publication

16. David Gradol, English Next India 2010

17. Improving the teaching of reading :Emerald V Dechant)

18. The English Teacher's Handbook: T.C.Baruah Sterling Publisher's pvt ltd, New Delhi,1984

19. The EFL Journal Vol-1, 1st Jan 2010, Multilinguality and The Teaching of English in India, Ramakant Agnihotri.

20. Languaging – A Journal of Language Teaching and Language studies, Vol-2,Oct 2010,The English and Foreign language of University of Hyderabad, India.

Socio-cultural Factors and Second Language Acquisition, Ravinaryan Chakrakodi

**Barnali Snehal Kumar Bhavsar** **Dr. Madhuri Gokhale**

**Research scholar** **Research supervisor**

---

---